

Experiences of Teachers in the Implementation of ABC+ Project

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DOI: <https://doi.org/10.47772/IJRISS.2026.100701122>

Received: 10 August 2026; Accepted: 15 August 2026; Published: 22 August 2026

ABSTRACT

This study entitled lived experiences of elementary teachers in implementing the ABC+ project in cluster iii, division of la Carlota City: basis for intervention determined the profile of teachers, their lived experiences in adapting to new instructional strategies, digital modalities, and multilingual learning environments, and the possible interventions to strengthen program implementation. respondents were elementary teachers handling grades 1 to 3 in cluster iii schools during school year 2025–2026. a qualitative research design was employed, using interviews and narrative analysis to capture authentic perspectives. results revealed that teachers varied in age, sex, grade level handled, educational attainment, length of service, and seminars/trainings attended. their lived experiences highlighted challenges in shifting to digital platforms, adjusting to multilingual instruction, and integrating innovative strategies, though resilience and professional adaptation were evident. findings underscored the importance of continuous technical support, culturally responsive pedagogy, and sustained professional development. no formal hypothesis was proposed; instead, themes emerged inductively. the study recommends targeted interventions to enhance teacher readiness, strengthen instructional leadership, and promote inclusive and sustainable implementation of the ABC+ project.

Keywords: ABC+ Project; Elementary Teachers; Lived Experiences; Instructional Strategies; Digital Learning; Multilingual Education; Teacher Adaptation; Professional Development; Instructional Leadership; Qualitative Research.

INTRODUCTION

Foundational learning in literacy, numeracy, and social-emotional development remains a major concern in education. International efforts increasingly recognize that the success of educational reforms depends not only on program design but also on how teachers understand and apply these reforms in actual classrooms. Teachers play a central role in translating educational policies, instructional strategies, and learning resources into meaningful learning experiences. This is particularly important in diverse and multilingual contexts where teachers need to adjust their practices according to learners' abilities, language backgrounds, and classroom conditions. In the Philippines, the ABC+: Advancing Basic Education in the Philippines Project was developed to strengthen foundational learning through improved early-grade instruction, teacher professional development, learning resources, and system support. As teachers are directly involved in implementing these interventions, understanding their experiences is essential to determining how the project is translated into classroom practice (Monje et al., 2021; U.S. Agency for International Development [USAID], 2024).

The implementation of educational reforms continues to face challenges related to linguistic diversity, teacher preparedness, instructional resources, and differences in school conditions. Studies on the implementation of Mother Tongue-Based Multilingual Education have shown that teachers encounter difficulties in applying reforms because of language diversity, limited resources, and varying levels of understanding among stakeholders (Monje et al., 2021). These conditions are relevant to the ABC+ Project, which seeks to improve early-grade literacy, numeracy, and social-emotional learning through teacher training, instructional materials, and classroom support. Teachers may experience both opportunities and challenges as they adapt to new instructional strategies and integrate project-supported resources into their daily teaching. Therefore, examining their actual experiences can provide insights that may not be captured through quantitative measures of program outcomes alone (Lumiwes et al., 2021; Department of Education [DepEd], 2023).

Teachers implementing the ABC+ Project work within diverse school contexts where learner needs, language backgrounds, available resources, and institutional support may vary. While existing ABC+ reports have documented program activities, training initiatives, and implementation accomplishments, there remains limited qualitative research focusing specifically on the experiences of teachers who directly implement the project in their classrooms. In particular, there is a need to understand how teachers adapt to new instructional strategies, use project-supported resources and digital modalities, and respond to multilingual learning environments. This gap provides the rationale for the present study, “Experiences of Teachers in the Implementation of ABC+ Project.” By exploring teachers' experiences, challenges, and ways of responding to implementation demands, the study may generate context-specific insights that can help school leaders, education supervisors, and program implementers strengthen teacher support, improve professional development, and enhance the implementation of ABC+ interventions in actual classroom settings.

METHODOLOGY

This study employed a qualitative phenomenological research design to explore the lived experiences of elementary teachers in implementing the ABC+ Project in Cluster III, Schools Division of La Carlota City, Negros Island Region, during School Year 2025–2026. The phenomenological approach was considered appropriate because it seeks to understand how individuals perceive, interpret, and make meaning of their direct experiences of a particular phenomenon (Neubauer et al., 2021; Peoples, 2021). The study specifically examined teachers' experiences in adapting to new instructional strategies, utilizing digital modalities, and addressing multilingual learning environments. Six elementary teachers were purposively selected as participants based on predetermined inclusion criteria. The participants were required to be (a) elementary public school teachers assigned in Cluster III of the Schools Division of La Carlota City during School Year 2025–2026; (b) teachers handling Grade 1 learners, as these teachers were directly involved in the early-grade implementation of the ABC+ Project; (c) actively implementing or using ABC+-supported instructional strategies, learning resources, or modalities in their classrooms; and (d) willing to participate in an individual interview and provide detailed accounts of their experiences. Teachers who were not directly involved in the implementation of the ABC+ Project during the specified school year were excluded from the study. Purposive sampling was used because the study required participants who possessed firsthand and relevant experiences of the phenomenon being investigated. The researchers initially identified teachers who met the inclusion criteria and coordinated with the concerned school authorities to determine their eligibility and availability. Potential participants were informed about the purpose, procedures, voluntary nature, and confidentiality provisions of the study before their participation was confirmed. The six participants were selected because their experiences could provide rich and information-rich narratives concerning their adaptation to new instructional strategies, use of digital modalities, management of multilingual learning environments, challenges encountered, and ways of responding to implementation demands.

Data were gathered using a researcher-developed semi-structured interview guide designed to elicit detailed accounts of the teachers lived experiences in implementing the ABC+ Project. The interview guide consisted of core questions aligned with the research objectives and followed several areas of inquiry, including teachers' experiences in adapting to new instructional strategies, use of digital modalities, experiences in multilingual learning environments, challenges encountered during implementation, strategies used to address difficulties, perceived strengths and limitations of the project, and suggestions for improving implementation. The semi-structured format ensured consistency across interviews while allowing the researchers to ask probing and follow-up questions when participants provided responses requiring clarification or elaboration. The interview guide was reviewed and validated by three education experts with doctoral qualifications to establish its clarity, appropriateness, and alignment with the objectives of the study.

Before each interview, the researcher explained the purpose of the study, the voluntary nature of participation, confidentiality measures, and the participants' right to refuse to answer any question or withdraw from the study without penalty. The participants were also asked for permission to audio-record the interviews. Individual face-to-face interviews were conducted with participants who were accessible, while individual phone interviews were used when face-to-face interviews were not feasible. Each interview was conducted in a setting that allowed the participants to express their experiences freely and without unnecessary interruption. The researcher followed

the same general sequence of questions across participants while allowing flexibility in the order and depth of follow-up questions. Probing questions such as “Can you describe that experience further?”, “What did you do when you encountered that difficulty?”, and “How did this experience affect your teaching practice?” were used when necessary to obtain richer descriptions. Interviews were recorded with permission, transcribed verbatim, reviewed against the recordings for accuracy, and prepared for coding and thematic analysis.

The qualitative data were analyzed through thematic analysis following the six-phase process proposed by Braun and Clarke (2006) and further developed in their subsequent work (Braun & Clarke, 2021). The analysis began with familiarization with the data. The researchers repeatedly read the verbatim interview transcripts and reviewed the audio recordings to gain an overall understanding of the participants’ accounts. During the second phase, meaningful statements, phrases, and segments that directly addressed the research questions were identified and assigned initial codes. The coding process was conducted systematically by labeling statements according to their substantive meaning, such as adjustment to learner-centered instruction, training experiences, preparation of instructional materials, digital engagement, resource limitations, language bridging, code-switching, and teacher flexibility.

In the third phase, related initial codes were compared and clustered according to similarities, differences, and relationships in meaning. These clusters were used to develop potential categories and subthemes. In the fourth phase, the researchers reviewed the emerging subthemes against the coded extracts and the complete transcripts to determine whether each pattern was adequately supported by the participants’ narratives. Codes or categories that lacked sufficient evidence or overlapped substantially with other categories were revised, merged, or excluded. In the fifth phase, the researchers clearly defined and named the final themes based on their central organizing concepts and their relationship to the research questions. In the final phase, the themes and subthemes were organized into a coherent narrative presentation.

To strengthen the transparency of the analysis, the researchers maintained a coding record showing the progression from significant statements to initial codes, categories, subthemes, and final themes. Representative quotations were retained as supporting evidence for each major theme. The final interpretation therefore remained closely grounded in the participants’ actual narratives rather than relying solely on the researchers’ interpretations. This process enabled the researchers to identify recurring patterns while preserving the contextual meaning and individual perspectives of teachers implementing the ABC+ Project.

The trustworthiness of the study was established using the criteria of credibility, dependability, confirmability, and transferability (Stahl & King, 2020). Credibility was strengthened through the use of a validated semi-structured interview guide, consistent core questions across participants, probing and follow-up questions, careful transcription, and member checking. After the initial interpretation of the interview responses, participants were given the opportunity to verify, clarify, or correct the accuracy of their statements and the researchers’ understanding of their accounts. The researchers also compared emerging themes across participants to determine whether the interpretations were consistently supported by the data.

Dependability was addressed through the maintenance of an audit trail documenting the major stages of the research process. The audit trail included records of participant selection, interview scheduling, interview procedures, audio recordings, transcription, coding decisions, development of categories and themes, revisions to the coding structure, and final interpretation. This documentation provided a clear record of how the researchers moved from the raw interview data to the reported findings.

Confirmability was established through researcher reflexivity and systematic documentation of the analytical process. The researchers-maintained records of transcripts, significant statements, initial codes, categories, subthemes, final themes, and analytical decisions. During interpretation, the researchers consciously examined their own assumptions and avoided allowing personal expectations about the ABC+ Project to determine the findings. Conclusions were based on evidence contained in the participants’ narratives, with representative verbatim quotations used to demonstrate the connection between the data and the interpretations.

Transferability was supported through a thick description of the research setting, participants, implementation context, and teachers' experiences. The study clearly described that the participants were Grade 1 teachers implementing the ABC+ Project in Cluster III of the Schools Division of La Carlota City during School Year 2025–2026. Such contextual detail allows readers, researchers, and education practitioners to determine whether the findings may be applicable to similar educational settings. Nevertheless, because the study focused on a specific cluster and grade level, the findings are intended primarily to provide context-specific insights rather than statistical generalizations to all teachers implementing the ABC+ Project.

RESULTS AND DISCUSSIONS

Theme 1. Adapting to New Instructional Strategies

The theme of adapting to new instructional strategies was strongly reflected in the participants' narratives. The teachers consistently described changes in their classroom practices, particularly their movement toward learner-centered instruction, their participation in ABC+-related training, and their adjustment to the preparation and application of new instructional materials. The following participant quotations provide direct evidence of these experiences.

The participant quotations that follow demonstrate that adaptation was not simply the adoption of prescribed strategies but an ongoing process of learning, adjustment, and integration into existing classroom practices.

The implementation of the ABC+ Project introduced teachers to instructional approaches that encouraged them to reconsider their usual ways of teaching reading. The teachers described experiences of adjusting their teaching practices, attending training sessions, applying new literacy strategies, and preparing additional materials to meet the needs of their learners. Their narratives suggest that adapting to the project was a gradual process in which new approaches were integrated with teachers' existing knowledge and classroom experiences.

Subtheme 1.1. Transition to Learner-Centered and Interactive Instruction

The teachers described a noticeable shift toward instructional practices that encouraged learners to participate more actively in the learning process.

Teacher Gina shared:

"The biggest challenge I had was shifting from a teacher-centered approach to a more learner-centered and interactive teaching strategy."

— Teacher Gina

She further explained:

"The project emphasized active participation, differentiated activities, and the use of learning materials like visual aids and formative assessments."

— Teacher Gina

According to her, these changes made the classroom more engaging and helped learners become more confident in participating in lessons.

Teacher Helen also described how her reading instruction changed with the use of additional learning materials:

"Before, we just had them read through flashcards; now we use other materials so they can learn even more. We have picture cards and things we flash on the TV; they read through multimedia."

— Teacher Helen

Teacher Sarah, meanwhile, explained that ABC+ was not implemented as an entirely separate approach but was incorporated into teachers' existing classroom experiences:

"The ABC Plus project gave additional skills and knowledge, but we don't use it purely; we just integrate it with our existing experiences."
— Teacher Sarah

These statements indicate that adapting to the ABC+ Project involved a gradual transformation of classroom instruction. Teachers moved from practices that were primarily teacher-directed toward approaches that provided learners with more opportunities to participate, interact, and engage with different learning materials. The experience of Teacher Sarah also shows that teachers did not completely abandon their previous practices. Instead, they integrated the new strategies with their existing knowledge and experience. This suggests that the implementation of ABC+ was a process of instructional adjustment in which teachers interpreted and contextualized new strategies according to the needs of their learners and the realities of their classrooms.

Such findings are consistent with Monje et al. (2021), who emphasized that the implementation of educational reforms in the Philippine setting is influenced by how teachers translate program expectations into actual classroom practices.

Subtheme 1.2. Training as a Foundation for Strategy Adoption and Professional Growth

The teachers' accounts showed that training was an important source of knowledge and support as they adjusted to the ABC+ Project. Through seminars and training activities, they gained greater familiarity with phonics, phonemic awareness, reading strategies, and learner assessment.

Teacher Helen recalled:

"Through the seminars of the ABC+ project, we learned the right strategies on how to teach them phonics and phonemic awareness so they could really learn how to process reading."
— Teacher Helen

Teacher Yna similarly shared that the training provided her with new knowledge about foundational reading instruction:

"I learned about phonetics and phonics."
— Teacher Yna

She also explained that the training helped her understand how to identify learners' reading levels and determine appropriate tools for their needs.

Teacher Ara also recalled the support provided through the project:

"They provided us with training, materials, guidelines, and videos."
— Teacher Ara

For Teacher Gina, the process of learning and applying the strategies eventually contributed to her professional development:

"At first, I had to adjust and put in extra effort to change my usual teaching practices and become familiar with the provided materials. However, through training sessions and continuous use in the classroom, I

became more confident, and the project has helped me grow as a teacher."

— Teacher Gina

The teachers' statements show that training served as a foundation for understanding and adopting the instructional strategies introduced through ABC+. However, their experiences also suggest that professional growth developed through the combination of formal training and continued classroom application. Teachers became more confident as they practiced the strategies and observed how learners responded to them.

This is supported by Darling-Hammond et al. (2022), who emphasized that effective professional development is characterized by active learning, collaboration, sustained duration, and opportunities for teachers to apply new knowledge in their own practice. In the context of ABC+, the teachers' experiences suggest that training became more meaningful when it was followed by actual classroom application, allowing them to gradually develop confidence and competence in implementing new literacy strategies.

Subtheme 1.3. Challenges and Adjustments in Applying New Strategies

Despite the benefits of the project, teachers encountered difficulties as they learned to apply new strategies in actual classroom situations.

Teacher Helen recalled:

"At first, Ma'am, it was really challenging for me."

— Teacher Helen

She explained that one of her difficulties was determining how to teach children who were still struggling with basic letter recognition and how to make the lessons understandable to them.

Teacher Lily identified another practical challenge:

"The main challenge is the materials; we have to prepare new materials and activities for the students, which takes time to create."

— Teacher Lily

Teacher Sarah explained that teachers sometimes had to take their own initiative when materials were not immediately available:

"We just initiated it ourselves. Using the materials they provided for us, we took the initiative as teachers rather than waiting for them to deliver."

— Teacher Sarah

The teachers' experiences reveal that implementing new instructional strategies required patience, preparation, and initiative. The challenges they encountered included understanding the new approaches, preparing materials, and adjusting activities to learners with different levels of reading readiness. The teachers' willingness to prepare their own resources and modify their practices demonstrates their active role in implementation.

This finding is consistent with König et al. (2021), who highlighted that teachers' ability to adapt their practices is influenced by their professional competence and their capacity to respond to changing instructional demands. In the present study, the teachers' experiences suggest that successful implementation depended not only on the strategies introduced by ABC+ but also on teachers' willingness and ability to adjust these strategies to actual classroom conditions.

Theme 2. Navigating Digital Modalities

The theme of navigating digital modalities was evident in the participants' descriptions of how technology was used to support reading instruction and learner engagement. The teachers' accounts also revealed differences in

access to equipment, digital content, internet connectivity, and electricity. The following representative quotations illustrate both the perceived instructional benefits of digital resources and the practical limitations encountered during implementation.

These accounts show that digital integration was experienced not merely as the use of technology but as a process requiring teacher preparation, resource availability, flexibility, and alternative instructional strategies when digital resources were unavailable.

Digital modalities emerged as another significant aspect of teachers' experiences in implementing the ABC+ Project. The teachers used television presentations, videos, multimedia materials, and other digital resources to support reading instruction. Their narratives showed that technology helped attract learners' attention and make lessons more engaging. At the same time, they experienced challenges related to resource availability, technical conditions, and the need to balance digital activities with other forms of instruction.

Subtheme 2.1. Digital Tools for Learner Engagement

The teachers generally viewed digital resources as helpful in capturing learners' attention and encouraging their participation. Teacher Ara explained:

"Because of the videos and the use of ICT (modern technology), it arouses the interest of the children to read. In my experience, this strategy really helps."
— Teacher Ara

Teacher Lily also described how the television display supported learners' participation:

"The children can join in and see the letters and words clearly on the big screen. They follow along with what is being taught."
— Teacher Lily

Teacher Helen observed that children were attracted to the visual and entertaining features of digital presentations:

"I like both, Ma'am. It's nice, especially on the television, because there are transitions and they find it entertaining."
— Teacher Helen

Teacher Gina further explained:

"Children can see actions and hear sounds, whereas paper only contains text."
— Teacher Gina

These experiences demonstrate that digital modalities provided teachers with additional ways to make reading instruction more engaging and interactive. The combination of visual and auditory elements appeared to help attract learners' attention and encourage participation.

This observation is supported by Audrin and Audrin (2022), who explained that digital literacy and technology-supported learning are influenced by the interaction of technological tools, learner characteristics, and educational contexts. Similarly, Esteban et al. (2024) noted the potential of digital technology integration in reading instruction to support literacy development. The teachers' experiences therefore suggest that digital resources can strengthen reading instruction when they are purposefully integrated into classroom activities and used in ways that complement the teacher's instructional role.

Subtheme 2.2. Availability and Limitations of Digital Resources

The teachers' experiences differed in terms of access to digital equipment and resources.

Teacher Lily shared:

"So far, we have what we need. We have internet and they gave us a hard drive and HDMI cables, so it is complete."

— Teacher Lily

Teacher Sarah, however, described limitations in the availability of digital materials:

"In seminars, they say they will provide activities for pupils and teachers that we can just plug into a television, but until now, we don't have them."

— Teacher Sarah

She also explained that teachers sometimes downloaded materials themselves and that digital activities should not be used exclusively because learners could lose interest after prolonged exposure.

Teacher Yna also described challenges involving power interruptions and limited printed materials, which affected the teachers' ability to shift between digital and non-digital resources.

The teachers' narratives reveal that digital implementation depended heavily on the availability of equipment, internet connectivity, electricity, and appropriate digital content. While some teachers experienced sufficient access to technology, others had to download or prepare their own materials.

These findings support Audrin and Audrin (2022), who emphasized that effective digital learning is shaped by multiple factors, including technological access, individual competencies, and educational conditions. The experiences of the teachers further show that technology integration requires more than simply providing devices. Schools also need reliable infrastructure, accessible instructional resources, and teacher support. The continued use of printed materials and direct instruction also suggests that a blended approach may be more practical when technological resources are limited or unreliable.

Theme 3. Responding to Multilingual Learning Environments

The theme of responding to multilingual learning environments emerged from the teachers' repeated descriptions of language bridging, strategic code-switching, translation, and flexibility in communicating with learners. The participants' quotations provide direct evidence that multilingual instruction required teachers to make deliberate language choices based on learners' linguistic backgrounds and levels of understanding.

The following representative statements illustrate how teachers used multiple languages as instructional resources while also confronting the additional time, patience, and preparation required to address linguistic differences.

The third theme reflects teachers' experiences in implementing ABC+ in classrooms where learners came from different linguistic backgrounds. Teachers described using Mother Tongue, Hiligaynon, Filipino, English, and other local languages to facilitate understanding. Their narratives revealed that multilingual instruction required language bridging, code-switching, translation, and considerable flexibility.

Subtheme 3.1. Language Bridging and Strategic Code-Switching

Teacher Ara described the use of Mother Tongue and Filipino in the ABC+ materials:

"We use the first language, the Mother Tongue. The ABC plus project provides textbooks where the text is in Hiligaynon (Mother Tongue). There is also Filipino, so we do bridging."

Teacher Ara

Teacher Lily described the need to use several languages in communicating with learners:

"I have to translate and speak in English, then Hiligaynon, and then because there is a Tagalog speaker, I use Filipino/Tagalog as well. I use all three languages."
— Teacher Lily

Teacher Gina explained her approach as follows:

"I use strategic code-switching, introducing new words or phrases in the Mother Tongue and then transitioning them into Filipino or English."
— Teacher Gina

The teachers' accounts demonstrate that language bridging and code-switching were important strategies for supporting learners' comprehension. Teachers moved between languages depending on learners' familiarity with the language and their level of understanding.

These practices are consistent with Perfecto (2022), who found that Philippine teachers used direct translation, code-switching, metalinguistic comparison, and other bridging practices in multilingual classrooms. The teachers in the present study similarly used multiple languages as instructional resources rather than treating linguistic differences solely as barriers. Their experiences suggest that strategic movement between languages helped learners connect familiar linguistic knowledge with new vocabulary and concepts introduced through Filipino or English.

Subtheme 3.2. Teacher Flexibility and Inclusive Language Support

Teachers also emphasized the importance of being flexible in responding to learners' different linguistic backgrounds.

Teacher Ara stated:

"You have to be a multilingual teacher."
— Teacher Ara

She explained that teachers needed to adjust when learners spoke languages different from the dominant classroom language. She also noted the need to translate lessons and assessments so that learners would not be disadvantaged by language differences.

Teacher Gina shared:

"I encourage the children to express their ideas in their home dialect first to ensure they feel included and understood."
— Teacher Gina

The teachers' statements demonstrate that linguistic flexibility was viewed as an important part of inclusive instruction. Rather than requiring all learners to immediately use one language, teachers allowed learners to draw upon familiar languages to express their ideas and understand lessons.

This finding is supported by Harden et al. (2022), who found that teachers' use of the prescribed language of instruction in Philippine classrooms was influenced by learners' language backgrounds, classroom heterogeneity, instructional materials, and teacher characteristics. The present findings similarly indicate that teachers needed to make flexible language choices according to the linguistic composition and individual needs of their classrooms. Such flexibility allowed teachers to provide more inclusive learning experiences and helped prevent language differences from becoming barriers to participation.

Subtheme 3.3. Challenges in Managing Linguistic Differences

Despite the teachers' efforts to accommodate multilingual learners, language differences remained a significant challenge.

Teacher Ara explained:

"The hardest part is dealing with the language."
— Teacher Ara

She explained that translating some concepts into Hiligaynon could be difficult because certain expressions required longer or more complicated explanations.

Teacher Lily also described the demands of multilingual teaching:

"It takes a lot of time. You have to be very patient."
— Teacher Lily

Teacher Sarah identified particular difficulties in using Mother Tongue in Mathematics:

"The level of difficulty, especially in Math using Hiligaynon, was very high."
— Teacher Sarah

These narratives indicate that multilingual instruction required more than simply translating words from one language to another. Teachers had to consider the meaning of concepts, the language familiarity of learners, and the most appropriate language for explaining unfamiliar ideas. This required additional time, patience, and linguistic flexibility. The findings are consistent with Monje et al. (2021), who documented challenges in implementing Mother Tongue-Based Multilingual Education in the Philippines, particularly in contexts where learners and teachers may have different linguistic backgrounds and where appropriate materials and language resources may not always be readily available. The teachers' experiences also align with Perfecto (2022), whose findings demonstrate that teachers use various bridging and translanguaging practices to navigate multilingual classroom interactions. Thus, the present findings suggest that effective multilingual instruction requires teachers to be prepared to manage linguistic differences while ensuring that learners continue to understand and participate in the learning process.

CONCLUSIONS

Based on the findings of the study, the following conclusions were formulated:

The implementation of the ABC+ Project required teachers to continuously adapt their instructional practices. Teachers experienced a gradual transition toward learner-centered and interactive approaches, supported by training, instructional materials, and continued classroom application. Although the adoption of new strategies initially required additional effort and adjustment, the teachers demonstrated willingness to integrate ABC+-supported practices with their existing knowledge and classroom experiences. The use of digital modalities provided teachers with additional means of engaging learners through visual, auditory, and multimedia resources. However, the benefits of digital integration were influenced by the availability of equipment, internet connectivity, electricity, and appropriate digital instructional materials. The teachers therefore demonstrated the need for flexibility by combining digital resources with printed materials and direct instruction when technological resources were limited. The multilingual nature of the classroom required teachers to use language bridging, translation, strategic code-switching, and other flexible communication practices. Teachers recognized the importance of allowing learners to use familiar languages to express ideas and understand lessons. At the same time, multilingual instruction presented challenges related to translation, time, patience, and the explanation of concepts across languages. Overall, the lived experiences of the participants demonstrate that successful implementation of the ABC+ Project depends not only on the provision of instructional strategies and resources but also on teachers' capacity to adapt, innovate, and respond to the specific conditions of their

classrooms. Sustained professional development, accessible instructional and digital resources, responsive instructional leadership, and support for multilingual teaching are therefore important in strengthening the implementation of the project.

RECOMMENDATIONS AND PROPOSED INTERVENTION

Based on the findings, the following recommendations and intervention activities are proposed to strengthen the implementation of the ABC+ Project.

ABC+ Teacher Support and Implementation Enhancement Program

Activity	Responsible Persons	Timeline	Resources Needed	Measurable Indicators
Conduct a needs-assessment session to identify teachers' priority concerns in instructional strategies, digital modalities, and multilingual teaching	School Heads, ABC+ Coordinators, Grade 1 Teachers	First month of implementation	Needs-assessment forms, interview/consultation guide, meeting venue	At least 90% of participating teachers complete the needs assessment and priority needs are documented
Conduct focused learning sessions on learner-centered reading instruction, phonics, phonemic awareness, differentiated activities, and formative assessment	School Heads, Master Teachers, ABC+ Coordinators	Months 1–2	Training modules, ABC+ materials, demonstration materials	At least 90% of participating teachers attend the sessions and demonstrate improved application through classroom outputs or demonstration teaching
Establish peer coaching and demonstration teaching sessions for sharing effective ABC+ instructional practices	Master Teachers, Grade-Level Chairpersons, ABC+ Teachers	Monthly	Lesson plans, observation forms, teaching materials	At least one peer coaching or demonstration session is conducted each month, with documented feedback and action points
Develop and organize a shared repository of printable and digital ABC+ instructional materials	ABC+ Coordinator, ICT Coordinator, Teachers	Months 2–4	USB drives, shared digital storage, printer, bond paper, instructional materials	At least one accessible repository is established and teachers regularly contribute and use materials
Conduct digital-resource support sessions focusing on the use of television presentations, multimedia materials, offline resources, and alternative non-digital strategies	ICT Coordinator, Master Teachers, ABC+ Coordinator	Months 2–3	Television, laptop, HDMI cables, offline digital files, printed alternatives	At least 90% of participating teachers demonstrate the ability to prepare and use at least one digital and one alternative non-digital instructional activity
Develop a multilingual instructional resource bank containing commonly used Hiligaynon, Filipino, and English terms, translated examples, and learner-friendly explanations	Filipino/Language Teachers, Grade 1 Teachers, School Head	Months 3–5	Local language materials, dictionaries, ABC+ resources, teacher-generated materials	A multilingual resource bank is completed and used in Grade 1 instructional activities
Conduct lesson study sessions focusing on language bridging, strategic code-switching,	Master Teachers, Grade 1 Teachers, Language Coordinators	Monthly during implementation	Lesson-study guide, sample lessons, observation tools	At least one lesson-study cycle is completed monthly and documented

and inclusive multilingual instruction				improvements are identified
Provide technical and instructional support monitoring through classroom observations and coaching	School Heads, Master Teachers, ABC+ Coordinators	Quarterly	Classroom observation tool, coaching forms, monitoring checklist	Each participating teacher receives at least one documented coaching session per quarter
Conduct an end-of-program evaluation to determine changes in teacher confidence, instructional practice, resource utilization, and perceived implementation challenges	School Heads, ABC+ Coordinators, Research/Monitoring Team	Final month of implementation	Evaluation forms, teacher reflection forms, monitoring records	At least 90% of participants complete the evaluation and an implementation report identifies accomplishments, remaining gaps, and recommended next steps

The proposed intervention should be implemented collaboratively by school heads, ABC+ coordinators, master teachers, ICT personnel, and classroom teachers. The activities should be adjusted according to the actual resources and needs of the participating schools. Monitoring should focus not only on attendance in training activities but also on evidence of classroom application, availability and use of instructional resources, teacher reflections, peer-coaching records, and observed improvements in instructional practices.

Future researchers are encouraged to expand the scope of the study by including teachers from other clusters, grade levels, and Schools Divisions implementing the ABC+ Project. Comparative qualitative studies may examine how differences in school context, teacher experience, learner characteristics, language background, resource availability, and instructional leadership influence project implementation. Including a larger and more diverse group of participants may provide broader contextual evidence and enhance the transferability of findings across different educational settings. Future studies may also employ a mixed-methods approach to complement teachers' lived experiences with quantitative evidence concerning teacher readiness, instructional practices, resource utilization, and perceived implementation outcomes.

ACKNOWLEDGMENT

With utmost gratitude, the researcher praises and thanks Heavenly Father, the Almighty God, for granting her the knowledge, courage, guidance, and innumerable blessings needed to accomplish this research successfully.

The researcher also expresses sincere gratitude to the research adviser and language critic, members of the panel of jurors, statistician, colleagues, friends, and family for their guidance, constructive feedback, encouragement, and unwavering support throughout every stage of the study.

The researcher extends heartfelt appreciation to the research participants and partner institutions for their willingness to take part in this study. Their trust, cooperation, and valuable insights served as the foundation for the successful completion of this research.

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